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ABSTRACT

Articles in this serial publication highlight the past, present, and possible future of Project Head Start and celebrate the project's 20th birthday. "Head Start: Today and Yesterday" (Alfred Flores) emphasizes the goals of Head Start. "Why Head Start Is a Winner" (Mary Tom Riley and Jamie Tucker) reports the results of longitudinal studies of the effects of the compensatory project. "What's Happening? Daily Activities in Head Start" (Tucker) offers a sample schedule for a full-day Head Start Program, describes developmentally-oriented learning activities, and discusses the need for parent involvement. "Texas Tech University Facilitator for Metro Network" (Flores) briefly describes the cooperative relationship between Head Start Metro Programs and the Institute for Child and Family Studies. "Profiles: Metro Programs" (Riley and Flores) describes the six metro local programs in Region VI which are operating in Austin, Dallas, Hidalgo County, Houston, New Orleans, and San Antonio. "Metro Programs Support Research in Action Concept" (Tucker) briefly reports on efforts to inform practitioners of the findings of research concerning child care. "On Bending Twigs and Planting Acorns," (Irving Lazar) argues that Americans are in the midst of a massive change in the way the development of infants and young children is perceived and understood, supports inclusion of computer experiences for children in early childhood education, and proposes minimal requirements to optimal learning by very young children. In conclusion, "Head Start: The Year 2001" (Riley) imagines a possible Head Start program of the future. (RH)

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Spring 1985

metro impressions

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Head Start Celebrates 20th Anniversary and America's Future

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SUPPORTS AND STUDIES
HEAD START ISSUES

Head Start: Today and Yesterday

By Dr. Alfredo Flores

The year 1985 marks the 20th Birthday of Project Head Start. The program has served thousands of children and their families well and success stories are abundant in the Metro areas of Austin, Dallas, Hidalgo County, Houston, New Orleans, and San Antonio. These Metro areas presently enroll a combined total of 8,562 children. They provide comprehensive quality education, health, parent-involvement, handicap, and social services to low-income disadvantaged children and their families.

Project Head Start was initiated during the summer of 1965 as a basic element to the Great Society's War On Poverty under President Lyndon Baines Johnson. The first programs were known as summer programs and operated from six to eight weeks in duration. The first year operation provided federal officials with evidence that the lofty goals of Head Start could not be met in a summer program so the year-round program made its debut. The American public as well as the early childhood policy-makers were not to be disappointed with the decision to make Head Start a full-year program. Head Start has proven its worth and deemed to be a cost-effective approach in several longitudinal studies that have been made. As a result of its proven track record, President Ronald Reagan has embraced the program and expanded it to serve more low-income children and their families. The goals of Head Start are:

A. The Head Start program is based on the premise that all children share certain needs, and that children of low-income families, in particular, can benefit from a comprehensive developmental program to meet those needs.
   1. A child can benefit most from a comprehensive, interdisciplinary program to foster development and remedy problems as expressed in a broad range of services.
   2. The child's entire family, as well as the community must be involved.

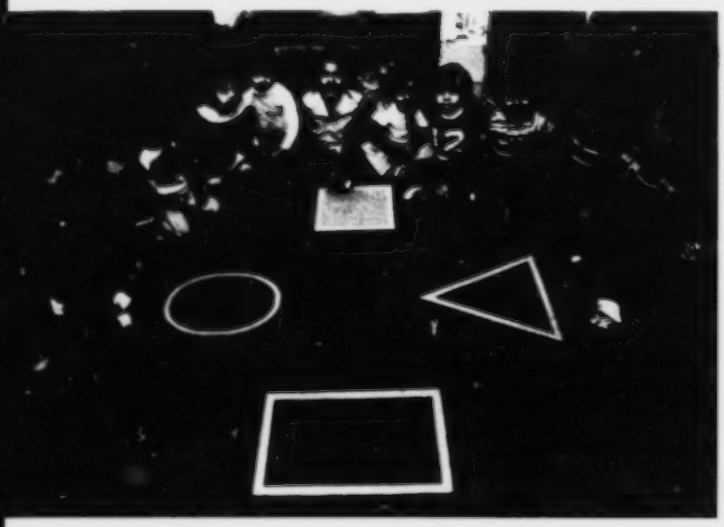
B. The overall goal of the Head Start program is to bring about a greater degree of social competence in children of low-income families.
   1. The improvement of the child's health and physical abilities, including appropriate steps to correct present physical and mental problems and to enhance every child's access to an adequate diet.
   2. The encouragement of self-confidence, spontaneity, curiosity, and self-discipline which will assist in the development of the child's social and emotional health.
   3. The enhancement of the child's mental processes and skills with particular attention to conceptual and communications skills.
   4. The establishment of patterns and expectations of success for the child, which will create a climate of confidence for present and future learning efforts and overall development.
   5. An increase in the ability of the child and the family to relate to each other and to others.
   6. The enhancement of the sense of dignity and self-worth within the child and his family. (Chapter XIII OHDS).

Why Head Start is a Winner

By Dr. Mary Tom Riley
Jamie Tucker

Head Start is a WINNER! It is 20 years old. It has grown up amid heated controversy and fervent support, amid scathing evaluations and favorable studies, amid vocal skeptics and zealous defenders. Yet it has survived and, indeed, shows every sign of a long and healthy life. Why is Head Start a *winner*? The answers are complex, yet, the component parts are quite simple. Here are some of the winning facts.

—a fact based on numerous studies by widely-respected researchers over twenty years of investigation.
—a "gut level" feeling of teachers, aides, parents, and volunteers who have been associated with Head Start over the years. And, they tell the American people all about it.
—More mothers of preschool children are working and other state preschool legislation has been adopted.
—Private day care centers have opened to accomodate the social economic situation. Head Start is the foremost successful model for the new early childhood structure.
—Head Start administrators and educators have fallen "in love" with the program. It is the baby of "the war on poverty" that grew up successful.



But what have the last 20 years shown about its effectiveness, its value? Was Head Start worth the growing pains? Did it do what it set out to do in its infancy? Does it really work?

Longitudinal Studies

In the 1960's a group of studies on early intervention were begun by investigators who were interested in determining the effects of their particular programs on poor children's performance (Palmer and Anderson, 1979, p. 436). Few of the investigators intended these studies to be longitudinal in nature. But the early 1970's brought a severe attack on early intervention programs, questioning their benefit and efficacy, and alarming the early intervention investigators. In 1975, under the leadership of Dr. Irving Lazar, this distinguished group pooled their efforts to relocate children in their studies and compare performance of control vs. experimental children with respect to IQ and performance in the early grades (Palmer and Anderson, 1979, p. 436). This group became known as the Consortium for Longitudinal Studies.

The programs involved in the Consortium for Longitudinal Studies included urban and rural areas in the south, midwest and northeast parts of the country (Lazar, 1978, p. 2). Children who participated in both control and experimental groups were from low-income families, were aged three months to five years, were predominantly black, had mothers with generally less than a high

school education, had several siblings and almost half had no father in the home (Lazar, 1978, p. 3). The preschool programs into which the experimental children enrolled included center-based, home-based and combined approach delivery systems. The programs located most of these children years later and conducted extensive follow-up assessments.

Results

Through exhaustive research and carefully-controlled painstaking analysis of their longitudinal data, the Consortium for Longitudinal Studies produced some startling and significant results regarding early intervention for disadvantaged children. This is what the Consortium found about the effect of preschool on later school achievement.

Early education significantly reduced the number of low-income children assigned to special education (Lazar, 1978, p. 14; Weikart, 1980, p. 44).

Low income children who attended preschool were significantly less likely to be classified as underachievers in their later school careers, as compared to control children who did not attend preschool (Lazar, 1978, p. 16).

Preschool education contributed to increased school achievement during the years of elementary and middle school (Weikart, 1980, p. 37), and the preschool experience appears to have an effect on reducing the incidence of grade failure among low income children (Lazar, 1978, p. 15).

Children who participated in preschool programs were more likely than control children to meet at least the minimal standards of their schools (Lazar, 1978, p. 16).

The Consortium for Longitudinal Studies analyses also yielded significant findings about children's attitudes, commitment to schooling and parental values as a result of the preschool experience. This is what they found:

Low-income children who attended preschool had aspirations far and above what their parents had reached and planned to attend and graduate from college (Lazar, 1978, p. 35).

These children had a stronger commitment to schooling, as evidenced by increased motivation during elementary school and (by age 15) greater value placed on schooling, greater willingness to talk to parents about school, more time spent on homework and higher self-rating of their own ability (Weikart, 1980, p. 37).

Mothers of children who attended preschool had greater occupational aspirations for their children (Lazar, 1978, p. 35).

When children who attended preschool were in their teenage years, their parents were less frequently called in to talk to teachers about problems with their children and were better satisfied with their children's school performance (Weikart, 1980, p. 48).

Children who had attended preschool were far more likely to express achievement-related

reasons for being proud of themselves than were control children (Lazar, 1978, p. 36).

Evidence suggests that attending preschool had a positive effect on children's self-esteem and attitudes as long as 15 years after preschool participation (Lazar, 1978, p. 38).

With regard to type of program, the Consortium found these results:

There were no significant differences among curricula, between home-based and center-based, between those staffed by professionally educated teachers and those staffed by paraprofessionals, or with regard to length of intervention (Lazar, 1985).

No specific program characteristic distinguished successful programs from those that were less successful (Weikart, 1980, p. 85).

As the evidence shows, **preschool makes a positive contribution to later school achievement for low income children** (Lazar, 1978, p. 20). One important outgrowth of this finding is the economic benefit: because of reduced placements in special education and fewer grade retentions, **the benefits outweighed the costs and made preschool programs cost effective** (Weikart, 1980, p. 69).

Research Supports Components Making Head Start Work.

Consider that . . .

. . . because of Head Start, the health of the nation's poor children is much better (Zigler, 1979, p. 497).

. . . Head Start children do better on preschool achievement tests than poor children with no Head Start experience (Zigler, 1979, pg. 498), and preschool experience can significantly improve educational performance and social skills over the long term (Lazar, 1978).

. . . Head Start children appear to have a healthier self-image, greater expectancy of success and more independence than non-Head Start children (Zigler, 1979, p. 498).

. . . Head Start has had a direct effect on many poverty-level families across the nation in their efforts to escape from poverty (Zigler, 1979, p. 500).

. . . Head Start has served as a nationwide catalyst for communities to improve their educational, health and social services to the poor (Zigler, 1979, p. 500).

. . . a significant indicator of Head Start's value is that the people it serves have fought for its survival (Zigler, 1979, p. 514).

As the overwhelming evidence suggests, Head Start really does work! Remarkable progress is possible for poor children who have the opportunity to participate in early intervention programs. Head Start can make a difference.

What's Happening? Daily Activities in Head Start

By Jamie Tucker

The daily schedule provides a sense of structure and rhythm for the children enrolled in Head Start. As the children learn what to expect during the day (e.g. that breakfast is followed by circle time), they gain a sense of how the day evolves. They develop a feeling of security about the events of the day, and they feel free to explore and learn.

A word of caution: the daily schedule is meant to provide stability and structure to the day; it is *not* meant to be inflexible and rigid. As any teacher knows, unforeseen events occur that call for changes in planned routines: Sam brings a new puppy to school, Anna shows up with a cast on her arm, Brian's mother brings the new baby when she picks him up, the fireman's visit will be delayed two hours. All of these mean that plans will probably be changed and the wise teacher will utilize changes and disruptions as learning opportunities. Flexibility and creativity are an important part of any daily schedule and the skillful teacher is prepared to handle such disruptions of the daily routine.

The schedule for a full-day Head Start program provides times for learning, eating, taking care of self-help needs, resting, developing large muscles and interacting with others. There is time provided for a variety of instructional approaches, including large group, small group, teacher-directed and self-chosen activities. A sample schedule might look like this:

8:30-9:00	Children Arrive (greet children and parents, help children put coats and other possessions in personal space, prepare for breakfast, engage in learning activities
9:00-9:30	Breakfast
9:30-9:40	Toothbrushing/Transition Activities
9:40-10:00	Large Group (Circle) Time
10:00-11:00	Learning Center Activities/ Individualized Activities
11:00-11:30	Outdoor/Large Muscle Activities
11:30-11:45	Cool Down/Prepare for Lunch —Storytime —Quiet activities —Wash hands and face
11:45-12:15	Lunch
12:15-12:30	Toothbrushing/Transition Activities/ Prepare for Rest Time
12:30-1:30	Rest Time
1:30-2:00	Transition Activities/Snack Time
2:00-2:30	Learning Activities until children depart

ACTIVITIES

The Head Start program strives to provide a variety of learning activities that help children grow in all developmental areas: cognitive, language, social, self-help, large muscle (gross motor) and small muscle (fine motor). All of these are important for development of the total child and all are included in a comprehensive Head Start program. A look at a typical Head Start classroom illustrates how various activities encourage learning in all developmental areas. Notice that the activities relate to the central teaching theme, Transportation (Ways To Go Places).

In the **dramatic play** area, five children are using props related to transportation: cardboard cars, space helmets made of ice cream buckets, hats for bus driver and pilot, travel posters, paper tickets, paper money, suitcases, clothes, other props. They are busily engaged in packing to take trips, buying tickets, pretending to be pilots, bus drivers, airline hostesses, etc.

At the **manipulative table**, three children are putting together puzzles of boats, cars and trains; matching pictures of cars that are the same; and "driving" plastic cars over drawn roads that are curved, straight or angular. They are also sorting cars, boats or planes by color and playing a teacher-made lotto game of travel.

Three children in the **block area** are building roads and airports with blocks. They have plastic cars, trucks, and buses to drive on the roads and plastic airplanes to fly from the airports. They also have miniature traffic signs to use in their building.

Two children are in the **discovery area**. They are sailing styrofoam boats in a dishpan of water and are flying paper airplanes they made from paper they folded.

The **art center** offers an opportunity to paste paper cutouts of boats, planes, trains, trucks, buses and cars on a large sheet of paper.

The **library center** contains books related to transportation, and two children are using the flannel board and cutouts to tell the story of *The Little Engine That Could*.

In the **construction area**, one child is making a sailboat from styrofoam and paper. Another is using sand to fill toy dump trucks; he "dumps" the sand into plastic bowls of various sizes.

After learning center time, the teacher brings the children together for **circle time**. Here the entire class discusses concepts related to safety in transportation, they act out different kinds of transportation vehicles, and they sing songs about transportation.

When the children go **outside**, they find wooden and riding toys related to transportation. There are also cutout boxes with paper wheels for them to wear and an old steering wheel mounted on wood.

After lunch, the class takes a **field trip** to the bus station. Tomorrow a pilot will visit the class.

COGNITIVE learning is taking place throughout the room. Children are learning to assemble puzzles, to sequence stories, to measure, to build, to classify transportation vehicles according to type, to classify sink/float, to match, to utilize safety practices and to understand how transportation plays a part in everyday life.

LANGUAGE skills are in constant use. Children learn new vocabulary related to transportation, they talk to each other, they discuss safety concepts, they tell stories, they use language throughout the day to talk, to listen and to learn.

SOCIAL skills are being developed as children play and interact. The act out situations they have seen, they share props and materials, they take turns with equipment, they cooperate in building, they help each other with costumes, and they learn how people help each other.

SELF-HELP skills are being developed when children learn to fold clothes for packing, to observe appropriate safety precautions and to develop independence.

GROSS MOTOR skill development occurs when children ride large toys, run, jump, roll and use their large muscles in different ways.

FINE MOTOR skills are utilized when children paste, put puzzles together, use their eyes and hands together, fold paper, build with blocks and use their fingers and hands for small muscle activities.

PARENT INVOLVEMENT

Head Start recognizes that parents are the prime educators of their children and strives to work hand-in-hand with parents, not only to further the individual development of each child, but to strengthen the total Head Start program as well. Parents are involved in all aspects of the Head Start program, including classroom, center, and community activities.

How does parent involvement make things happen in Head Start? Consider what happened at Lucky Head Start:

> The playground was in terrible shape: only two swings, a broken slide, weeds and rocks, few balls and other equipment, and no sandbox. At the monthly parent meeting, a playground expert discussed the benefits of a good playground and the kinds of materials and equipment that should be included. He also talked about how children develop large muscle skills and how the playground helps. The parents decided to do something about their playground.

After receiving approval from the Policy Council, the parents began exploring resources in the community. They located many companies that were willing to donate materials but found they were still $800 short of their goal. They decided to raise the rest of the money.

The parents sponsored a car wash the next weekend. The children participated and a local restaurant provided hamburgers for lunch. The event was a huge success; the parents raised $950 for the playground.

Lucky Head Start got a new playground, built by the parents through hard work and community involvement. Best of all, many parents built smaller versions of the playground for their children at home; they had learned how to help their children develop large muscle skills. They had also learned how to be effective advocates for Head Start and for themselves.

When parents are involved in Head Start, everybody benefits . . .

- The Head Start program benefits because they not only have a new playground, they have a group of parents who've found they can get things done—a valuable asset to have!
- The community benefits because parents who are involved in the Head Start program learn skills of self-sufficiency and resourcefulness—they become more independent and make valuable contributions to the community, maybe even helping with a new community playground!
- The parents benefit because they learn ways to get things done for themselves and ways to more effectively help their children grow and develop—they've made a visible contribution to the program and understand how their children develop large muscle skills.
- The children benefit because they have a safe, exciting playground in which to play and learn, and they have parents who understand the importance of play and development.

As the overwhelming evidence suggests, Head Start really is a winner! It really works!

Remarkable progress is possible for poor children who have the opportunity to participate in early intervention programs. Head Start can make a difference.

Texas Tech University Facilitator for Metro Network

By Dr. Alfredo Flores

Washington official relates National insights to current issues.

ACYF Commissioner Dodie Livingston

Tommy Sullivan shares update information with directors

Regional Program Director
Region VI-ACYF
Dallas

Head Start Metro Programs and the Institute for Child and Family Studies have enjoyed a mutual cooperative relationship since the inception of the Metro Network. The Institute facilitates the Region VI Metro Network meetings which are scheduled on a regular basis. These meetings provide a forum for the Metro directors to discuss common problems, share information, implement cooperative training activities, and develop materials that are useful not only to the Metros but to Head Start programs in general. Among the guests that have been invited to participate in these meetings include Commissioner Dodie Livingston from The Administration for Children, Youth, and Families (ACYF) in Washington and Regional ACYF officials, Tommy Sullivan, Gerald Hastings, and Jerry Stover. The Institute has also assisted the Metro Network by coordinating Head Start publications, presentations, and workshops such as:

The Texas Head Start Metro Models
PATHS: Providing Appropriate Training for Head Start
The Metro Think Tank

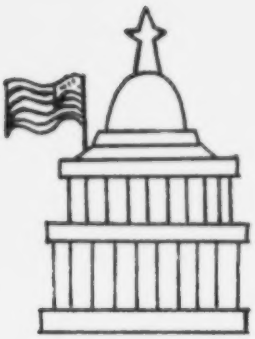
The next planned activity between the Metro programs and the Institute will be a project designed to expedite communication through the use of microcomputers. Each Metro Network program will receive an Apple IIe computer system with networking capability to allow for communication via phones. Any information to be disseminated can occur quickly through this means.

Profiles: Metro Programs

By Dr. Mary Tom Riley
Dr. Alfredo Flores

Each of the six metro locals represented in the Region VI Network is unique unto itself. The topographical descriptors are as diverse as the ethnicity, language, grantee arrangement and local color that contribute to a metro profile. A common bond is held across the network due to similarities in size, personnel, training needs, communication skills, and executive priorities. The contrasting similarities and differences create a need for sharing and communicating that is used and respected in the Metro networking scheme. Highlights of each program are described in the following profiles.

REGION VI
HEAD START PROGRAMS
METRO NETWORK



Austin Head Start Known for Innovative Project

Child, Inc., a viable part of the Texas Capital city's human resources delivery program, is reknowned for its innovative structure. Austin director, James Strickland, plays host annually to many visitors interested in "new and different" models in child care. Strickland has held several national and regional presidencies in daycare organizations. His leadership is in evidence in all realms of staff development and community support.

As an example of the innovativeness, the Parent Involvement Training Component is cited as most effective and interesting.

Parent Involvement has been emphasized in Head Start since its beginning in 1965. The Head Start Performance Standards mandate this component and specifies that all Head start programs will:

Provide a planned program of experiences which support and enhance the parental role as the principal influence in the child's education and development.

Provide a program that recognizes the parent as:

1) Responsible guardians of their children's well being.
2) Prime educators of their children.
3) Contributors to the Head Start program and to their communities.

Provide the following kinds of opportunities for parent participation:

1) Direct involvement in decision making in the program planning and operations.
2) Participation in classroom and other program activities as paid employees, volunteers or observers.
3) Activities for parents which they have helped to develop.
4) Working with their own children in cooperation with Head Start staff.

To meet the dictates of this standard, the Child, Inc. program has designed a parent involvement model that provides for an in-depth training program of not only its Board of Directors but also of its Policy Council. The training model is initiated by a two-day retreat usually in a setting away from telephones and office settings which are subject to heavy traffic from the rigors of a complex and very busy, business environment. The retreats offer the parents and board members job descriptions of their assigned roles and responsibilities, and are provided with information as to how they are expected to fulfill these functions. Though the training that occurs in these retreats is intensive and comprehensive, the informal atmosphere allows the participants to not only learn their job responsibilities but creates an aura of "togetherness" amongst the board and parents. This feeling overflows past the retreats and extends throughout the course of the year, enabling the participants to work cooperatively for the good of Head Start. The heavy-duty training that occurs, facilitates the work that the policymakers engage in and helps them throughout their deliberations into Head Start business.

The Texas capital program has a funded enrollment of 929 Head Start children. These children and their families are served by 14 centers that are centrally located in the areas of greatest need. In addition to Head Start, the program serves other economically disadvantaged children and families through other funding sources such as Title XX of the Social Security Act and local funds.

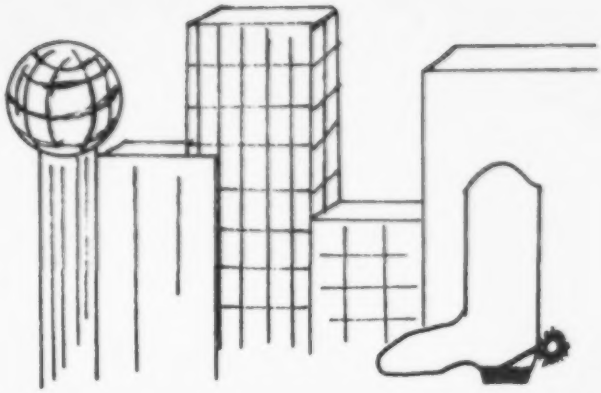
Big D, a Leading City Head Start Program

An appropriate metroplex focus on young children includes the Dallas County Community Action Corporation program. Replication and alteration of sound research concepts have led to a variety of Dallas program changes. As Big D has grown rapidly during the past decade, so has the Head start program.

A good program for children requires that a thorough assessment of each child be conducted to ascertain individual needs. These needs then become the basis for designing an individual work plan which was developed for each child. Indeed the Head Start Performance Standards address this area by stating in the guidance section that:

> "the education plan should specify how Head Start staff will assess the individual developmental/instructional needs of children." (p. 10)

The Dallas County Head Start program has developed an assessment system which focuses on the very young child. The assessment system evolved as a result of the Parent-Child Development Center (PCDC) which the Dallas



program has operated in conjunction with their Head Start program since the early 70's. The PCDC serves a younger population than the regular Head Start program with emphasis on infants and toddlers. It was this experience with very young children that motivated the Dallas program to develop an assessment system geared toward the younger child. Now that the State of Texas is initiating a public school preschool program for 4 year-olds, economically disadvantaged and non-English speaking children will have the net effect of Head Start serving younger aged children. The Dallas program is ready to accomodate these children with a quality assessment system in place.

The assessment system in Dallas was patterned after the Arkansas River Valley Authority Control (ARVAC) model which is popular in home-based programs. The Dallas assessment system is comprehensive and covers the major areas of development such as cognitive, socio-emotional, and physical development. The teaching staff is pleased with the instrument because of the following features:

—Ease of administration,
—Quick to score,
—Data acquired adaptive for curriculum development,
—Parents can understand it.

Wanda Smith is the Head Start Director for this program that has a funded enrollment of 1095 children served by ten centers scattered throughout the Dallas County area. Smith is past president of the Texas Head Start Directors Association. Her leadership is exemplary on many scenes. She has served as a National Head Start Board Member for the past 6 years. Aron J. Floyd is the Executive Director of the agency which functions as the Community Action Agency for Dallas County. Several other programs to serve low-income people are operated by the agency which also assists Head Start families with their needs.

Hidalgo County: The Gateway to Mexico

Shaking hands with agencies, parents, and services is a part of the Rio Grande Metro Valley Head Start programs routine business to gain appropriate reciprocity agreements for the benefit of young children. Gently swaying palm trees, sunny days and humid nights of the Rio Grande Valley form the backdrop for many very poor Mexican-American border town children. Unemployment is rampant. Spanish is most generally the first language of a preschool child. The program is Metro in size and complexity. The program is not only unique in historical and ethnical aspects but very special in demonstrating innovative program facets.

The Hidalgo County Head Start program has been in existence since the program's inception in 1965. As was the case with all other programs, Hidalgo County originally operated eight-week Summer Head Start. However, full-year programs were started in 1966 and still continue through this date. The program now serves 1200 children and their families in 20 centers located throughout the county. The Honorable County Judge Santos Saldana is Chief Executive Officer and the program is directed by Emily Salazar.

Hidalgo County has the unique distinction of being both rural and urban. There are several centers that are operated in very small towns and some that are located in the urban areas of the county. While a large segment of the population is involved in agricultural work, a greater number of people are involved in non-agra business concerns. These differences in populations as to types served such as urban-rural and differences in the occupational make-up of the community members impact curriculum development decision-making areas, primarily in the education component. The local program strives for excellence in all aspects of the program particularly the curriculum approach it is implementing.

Since micro-computers are being introduced into early childhood curriculums in greater numbers, the Hidalgo County program has been one of the innovative programs that has taken the lead in introducing micro-computers to young children. Every center in the program has a Commodore 64 micro-computer which is available to every child. Some of the material that is covered by the software includes:

—Identification of shapes and letters,
—Counting objects,
—Pre-reading and pre-math skills,
—Identification of correct sequences of numbers and letters,

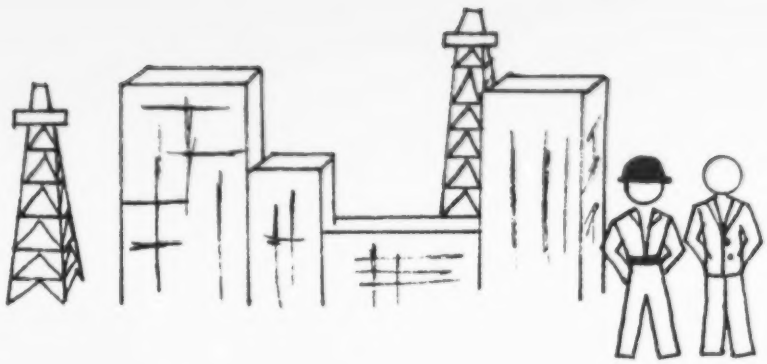
—Identification of spatial relationships,
—Matching,
—Grouping and regrouping,
—Alphabet, and
—Storytelling.

The Hidalgo County program has chosen to focus on the use of micro-computers as a secondary teaching tool because of the evidence that is accumulating which points to the computer as the way to the future. An explosion of knowledge is occurring as a result of developments in computer hardware and software which are affecting curriculum development efforts at all levels. The local program will take advantage of these developments and incorporate them into their regular programming to ensure that their Head Start children will receive the necessary skills to enable them to succeed in life.

The Model Training Center and the Learning Resource Library have incorporated the computer learning program elements to train the staff on all aspects of computer technology. These two resources which the Hidalgo County program operates are model programs in themselves and are the backbone to full implementation of the micro-computer secondary teaching program. Without them, it would be difficult to provide the staff with the necessary skills needed to operate the program.

Efforts are made to integrate the micro-computer curriculum for children with other Head Start components. Health and safety software units as well as nutrition learning activities are examples of modules that are covered. Parents are exposed to the computer learning program and are very supportive of it.

The children enrolled in the Hidalgo County program will benefit immensly from this effort. They will hopefully be able to function in a society which utilizes computers in all aspects of daily living.



Houston Boasts Region's Largest Program

Gulf Coast Community Services Administration of Houston administers the largest Head Start program in Region VI. The program is big, multi-faceted, and most effective in serving children from target communities.

The Gulf Coast Community Services Administration which serves The Houston area, operates Project Head Start and a variety of other programs to help low-income families.

Ruth Marshall serves as The Head Start Director. Marshall is well-known to Head Start. She has served as national board member, committee member, and state president of the Head Start Association. She continues to give of her expertise to the Region VI Board as an advisor. The Houston program serves 2480 children and their families through 32 centers and 13 home based areas. This program is the largest one in Administration for Children, Youth and Families (ACYF) Region VI which includes the five state area of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.

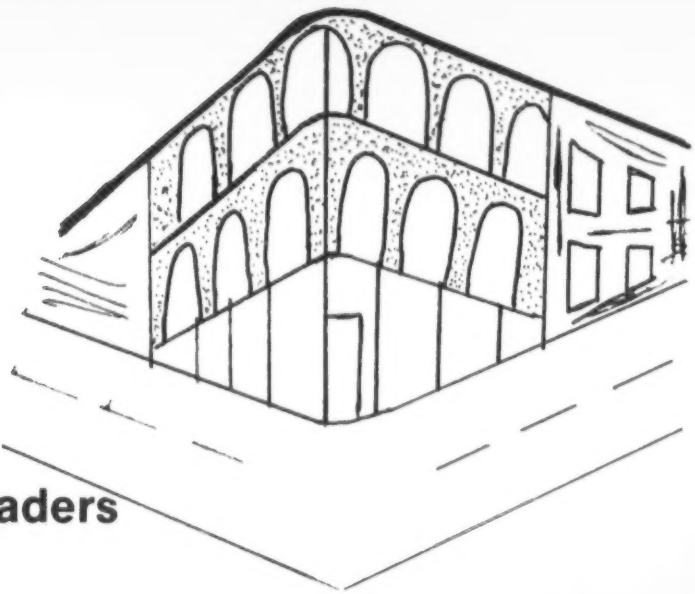
The Houston program has taken the lead in initiating innovative "model" programs throughout its long history. The national ACYF office in Washington, D.C. has recognized its ability in operating a quality program and selected it for the purpose of initiating novel approaches to Head Start. An example of this can be seen in the selection of The Houston program to pilot The "Home Start" effort which was the forerunner to the now popular Home-Based Head Start program approach. Another example is the selection of The Houston program to pilot test The Ira Gordon Parent Enabler model. This approach tested the viability for involving parents in all aspects of program operation. The implementation of this model confirmed the belief that parents could function as effective teachers and make good sound decisions that affected Head Start.

Houston was also involved in implementing The Health Promotion Initiative which focused on improving the health condition for Head Start children and their families. This effort was centered on prevention strategies rather than on corrective measures, which are more expensive in the long run. Related to this was the effort to

improve the nutrition habits of Head Start parents through a series of workshops designed to teach about proper nutrition. Included also in this initiative was the topic of food preparation techniques, stretching economic resources to purchase food and identification of food programs.

Another model that was designed and implemented locally was the Public Information program which was oriented toward informing The Houston Community about Head Start. This was done through a public relations firm that used radio, television, billboards, and presentations conducted before civic clubs and organizations. This particular effort resulted in Head Start gaining wide support from the community, volunteers, and funds that enhanced the non-federal share contributions required for operating the program.

There are several reasons that explain the selection of the Houston program as the site to try out new ventures and initiatives. The main one, however, is its ability to marshall the necessary resources in accomplishing the task. Houston enjoys trying out new ideas because this is a means of providing its children and families with new and innovative ways to better serve their needs.



Historical New Orleans Head Start Children Leaders in 1985

The Head Start program from the city of New Orleans is the latest to join the Metro Network. The grantee is known as Total Community Action, Incorporated and is headed by Executive Director Peter Dangerfield. The Community Action Agency sponsors several programs in addition to Project Head Start for the low-income people of its community. Pearlie Elloie serves as Head Start director for the program that has a funded enrollment of 1134 children and their families, operated out of 20 child development centers that are centrally located in the areas of greatest need.

The Mardi-Gras City, as New Orleans is known, has developed an innovative means for screening children which is a unique and outstanding feature of the program. After trying out a variety of screening tools which were not up to the program's standards, the New Orleans Head Start program initiated an effort to develop its own screening system. The staff met and analyzed the existing screening tools and expressed their reasons for their dissatisfaction with them. Program administrators then, designed a comprehensive system that would address the various development areas that would be screened. The end product of this exercise resulted in the Early Screening Services system which is now in place and has met with the approval of the Head Start Staff. All Head Start children undergo this screening process which is initiated during the children's registration into the program. Its comprehensive approach has resulted in the discovery of more problems at an earlier stage allowing the staff to address these and to resolve them quicker, thus minimizing the chances for serious, debilitating effects on the children.

The Early Screening Services system covers the areas of Health including the following:

—History
—Immunization
—Growth patterns
—Speech
—Nutritional
—Dental
—Hearing
—Vision
—Required lab tests

During the screening, the parent has to be present and thus observes and is made aware of possible problem areas. This requirement has the effect of educating the parent about the child's needs and ensures parental participation in further assessments where follow-up is indicated. All follow-ups are responded to by rigid time tables

with data properly recorded in the children's developmental records.

This screening system is easily administered by staff members, however, they must be trained on its proper procedures. Training is therefore emphasized and it is conducted during the annual pre-service training during the later stages of July and early August and in-service training sessions during the program year.

The New Orleans program is pleased with its screening process and it undoubtedly is meeting the needs of the Head Start children served. The staff is pleased with the system and satisfied with the manner it is carried out as well as the end result.

San Antonio, Concepts in Child Care Programs

The "Alamo" city of San Antonio Head Start program is operated by Parent/Child, Incorporated. Just as the city of San Antonio has a rich history reflective of the state of Texas, the city also possesses a rich tradition in Head Start. Summer programs were initiated during 1965 and the full-year programs followed later. Blanche A. Russ is the Executive Director of Parent/Child, Inc. and Adelina Fritz functions as Head Start Director. Russ and Fritz are known throughout the Southwest as "one good administrative team." Blanche A. Russ has an executive eye for merger expansion and systems potential. She has expanded the City Head Start program to include thousands of children and day care facilities in San Antonio and rural Texas towns funded from a

variety of sources. The Texas Head Start Friends association chose Russ for second term president recently. Adelina Fritz is outstanding in center director and personnel training. She is effective in staff development. A total funded enrollment of 1724 children and their families are served by 26 centers throughout its service area. In addition, the program serves other children through other resources, both federal and non-federal.

An outstanding feature of the San Antonio program is its administration of the Health Services component. Due to the fact that many low-income children exhibit health problems, particular emphasis is placed on ensuring that every child receives quality medical, dental, mental, and nutritional services that they are entitled to. The feeling of program administrators is that a healthy child that exits Head Start will be better equipped to function in our society.

The Parent/Child Incorporated Head Start program prides itself with its operation of the Health component. Its excellent, well-trained staff have designed, developed, and implemented a system which is considered to be one of the best in Head Start. While mobilization of resources has been a difficult concept for many programs to actualize, San Antonio has accomplished this fact extremely well. Examples of how these resources are generated are:

—Free physical exams to the children are provided.
—Free dental screenings are provided to all children.
—Follow-up dental visits are provided to the children for $1.00 per child per visit, with a maximum of 6 visits per child allowed.
—Free lab work for children.
—Free assessments for 3,000 children.

And who provides these services? These are provided by both private and public entities such as:

—The University of Texas Medical school at San Antonio
—The University of Texas Dental School at San Antonio
—Kelly Air Force Base
—Lackland Air Force Base
—Fort Sam Houston
—San Antonio Academy of Pediatrics
—San Antonio Metropolitan Health District
—Barrio Community Health Clinics

The San Antonio Head Start program offers a quality operation to its children and their families but its health component stands out. The mobilization of local resources by the staff has made the difference. The health status of the children has been impacted positively and will result in long term benefits for them.

Metro Programs Support Research in Action Concept

By Jamie Tucker

Research in Action is a concept the Institute for Child and Family Studies has theorized and implemented. The Metro Network has supported activities relating to sharing, replicating and contributing to research concerning child care. Annually, the Institute hosts a conference named "Research In Action" for the purpose of investigators sharing findings with the public sector. The premise being, "all too often research results are buried in the literature" and recommendations lie dormant. Research In Action conferences have allowed Head Start personnel to become better informed, more realistic, and take opportunities to incorporate newly acquired approaches into their local program development.

Dr. Irving Lazar, Professor, Human Development, Cornell University gave one of the keynote addresses at the recent 5th Research In Action Conference. Lazar is a well-known researcher to Head Start. His research findings are respected and have been used instrumentally, focusing on some of the more recent Head Start successes. The 15-year longitudinal study conducted and led by Lazar and a consortium of other respected investigators have hailed Head Start as the early childhood program yielding lasting results.

Dr. Lazar's speech, "On Bending Twigs and Planting Acorns: Implication of Recent Research for Understanding Children" was exuberantly received by the conferees. At the suggestion of the network, Lazar has given permission for reprint of his speech presented at Texas Tech University, February 14, 1985.

On Bending Twigs and Planting Acorns

By Dr. Irving Lazar

Turning points in the history of science are generally recognized only in retrospect. The historian can spot the changes that were the beginning of a tidal wave, the paper or tract which started a whole movement, and which changed the zeitgeist of a field of study. At the time they appeared, however, these harbingers of change were usually ignored, or dismissed as error. I am going to suggest that we are in the midst of a massive change in the way we perceive and understand the development of infants and young children.

Let me begin with a simple change which has already taken place. Until our British colleagues showed us that we were wrong, child psychologists had believed that the immaturity of the infant's central nervous system prevented his being able to visually distinguish between people until the second half of the first year of life. The so-called tenth-month anxiety was seen as a reslut of his visual apparatus suddenly revealing a world full of different people, many of them strangers. Further we believed, the young infant was so concerned with his own comfort that he considered his primary caretakers as simply extensions of his own body, and could not conceive of the idea of separate beings, or of himself as separate from the world around him. With this image of primitive narcissism as our model, we focused upon the mother as the primary molder of the infant's behavior, and we saw the infant as a passive vessel, crying out when frustrated, but utterly unable to otherwise control his body or his life.

We now know that the infant quickly recognizes the significant people in his life, and reacts to them in ways very different than he reacts to strangers. Further, we now have good evidence that there is real interaction between the child and the caregiver, and that the child influences as well as being influenced by his caretakers. Communication, though not verbal, is established within days of the child's birth. The infant clearly has many more abilities than we thought. Social learning apparently starts immediately after birth.

Partly because we thought the child to be so unaware of his world, and partly out of our own romanticism about mothers and children, we have long believed that only a mother could properly raise an infant, and that separation of the infant from his mother, even for only part of each day, would surely damage the child. Spitz's studies of infants subjected to severe emotional deprivation during the first year of life were used as justification for making group care of infants, and therefore of infant day care programs, illegal in many of our States.

As you know, Professor Bettye Caldwell disproved this notion, demonstrating that group care of infants could be carried out in ways which clearly did not damage the infant. Indeed, it now appears that, at least for some children, a properly organized group care situation can foster and support optimal development in ways that are superior to what happens in the child's own home. And so a second change in our perceptions was established. The infant was not only socially aware, but he was more socially adaptable than

we had been able to recognize. Whilst there certainly could be deleterious group care, it was no more inevitable than the fact that there are mothers who are dangerous to their infants.

Once it became clear that infants were active participants in social interaction, and that they could, and did, adapt readily to new situations and to multiple adults, the earlier reasons for fearing infant care became invalid. However, in the United States, a variety of other reasons were at play, and resistance to group care of infants is widespread.

Despite the fact that over half the mothers of American preschool children are in the labor force, we do not have a national program for the care of children, and face opposition to every attempt to establish such programs. Too many Americans, and at all class levels, a mother's place is in the home, and a child's place is by his mother's side. Many Americans believe that only a mother can educate a small child, and that only uninterrupted contact with his own mother can produce a child who is not ravaged by mental illness.

These attitudes remain left over from the fifties; the important prelude to a change in this attitude is to be found by examining the practice of psychotherapy. Except for a very few places in the United States, the psychoanalytic model is no longer the theoretical base for psychotherapy. Today's therapists have moved to behavioral and social-systems ideas about the origins of deviance. Just as the popularization of psychoanalysis led to widespread resistance to group care of infants, so these new approaches to the modification of behavior will, I believe, provide a basis for popular acceptance of group care.

The fourth change is a bit more complicated to describe. The conclusion is simple enough: we now know that the cognitive achievements of children at risk can be positively and permanently increased by early educational intervention. By early, I am talking about infancy and the first four years of life. Because a new attack on preschool education and Head Start is shaping up, let me describe some of the research which has led to that conclusion, and suggest the kinds of theoretical and socio-political reasons so many distinguished people were so insistent in their assertions that children from very poor families, and especially black children, could *not* be helped to escape intellectual deficits.

During the late 1950's and the early 1960's a number of American psychologists undertook a variety of experiments in the early education of children from very poor families. The initially favorable outcomes of these experiments led us to include a program for preschool children in the national effort to reduce poverty in the United States which was undertaken in 1964. Project Head Start began in the summer of 1965 with the idea that a single summer of preschool education would prepare these children to compete with their middle-class agemates in the schools. That this was overly optimistic became clear by the end of the first summer, and the program became a full year service to four-year-olds in 1966. In the following year a contract was let to evaluate the effects of the program on the children. Standardized tests were administered to children who had been enrolled in Head Start groups and to their classmates and the tests were repeated at the end of the children's first year in school.

They did not control for the differing socio-economic levels of the Head Start children and their classmates, although the reason many of the comparison group had not attended Head Start was that their families incomes were too high. Further, they did not separate the children who had been in the summer-only program from those who had been in Head Start for a full year.

Completed in 1968, the newly elected Nixon administration gave wide publicity to only one of the findings. That finding was that while the children who had been in Head Start started their

first year of school with a Binet IQ six points higher than their classmates, that difference disappeared upon retest at the end of their first year of school. The fact that no one ever claimed that preschool education made a difference in IQ was irrelevant to its political and ideological uses. It was hailed as "proof" that Head Start, and indeed all compensatory programs were ineffective, that gains disappeared, and that the programs should be abolished. Of course it proved no such thing, and, indeed, when reanalyzed with controls for length of participation and the families economic status, the finding was shown to be spurious. Head Start survived this attack, but its budget was not changed during the whole period from 1968 until 1977.

This attack, in turn, reawakened one of the oldest philosophical arguments in American education. That argument, between elitist and populist positions, has taken many forms and acquired many labels in the last three centuries. Perhaps its most recent recurrence is the argument between "genetic" versus "environmental" origins of intelligence. This foolish debate over an artificial dichotomy has served to rationalize racism among intellectuals in Western countries for over a century, and so its reappearance as a counter to the populist and egalitarian intentions of America's Civil Rights movement and such anti-poverty programs as Head Start was no surprise. With no credible evidence, the American educational literature soon blossomed with a variety of assertions about the non-effectiveness of early education. We were told that Black children were genetically inferior, that success was a matter of luck and good connections, that only mothers could educate their young children, and that only a total reorganization of the structure of society could help poor children.

It was against this background that a small group of developmental psychologists, decided, in 1975, to take the question of effectiveness out of the realm of debate by assembling objective data on the actual educational outcomes of children from poor families who had participated in the preschool intervention experiments of the late 1950's and early 1960's. By 1975 these children, and their controls, were well along in school, and their actual school performance could be ascertained without resort to predictive tests. The original investigators of the eleven largest and best designed of these studies agreed to undertake three tasks:

(A) To send their original raw data to an independent group at Cornell for reformatting and reanalysis,
(B) To work with us in developing a uniform protocol for a follow up study of their subjects and controls
(C) To locate and collect the agreed-upon common data from and about each subject and send it to our central staff for analyses across studies.

Our central group had responsibility for the joint analyses and the dissemination of the pooled findings. The participants in this joint venture are all well known in the field of early childhood research. They include Kuno Beller, Martin and Cynthia Deutcsch, the late Ira Gordon, Susan Gray, Merle Karnes, Phyllis Levenstein, Louise Miller, Frank Palmer, David Weikart, and Edward Zigler. The studies were independently designed and executed in the first place, and most were not originally intended as longitudinal studies.

Recovery of subjects was far more successful than was originally contemplated, and data was collected on over 2100 subjects, or about 72% of the original samples.

Refusals constituted less than 5% of the samples, and attrition analyses demonstrated that the differences between the recovered group and those missing were random.

As outcome measures we used three easily observable indicators of satisfactory performance in the public schools: whether the child was assigned, at any point, to special or remedial classes; whether the child was retained in grade; and whether the child graduated from secondary school along with his agemates

On all three of these indicators the differences between the experimental and control groups were significant and robust. The differences are of so large a magnitude, and so demonstrably independent of potentially artifactual influences, that concerted efforts to somehow disavow the findings have, to this date at least, failed. Additionally the experimental subjects were more likely, as young adults, to have gone beyond secondary school in their education and more likely to be gainfully employed than were the controls.

In a sense this effort represents multiple independent tests of the same hypotheses, and while the studies differed, the findings did not differ. It is clear that a well-run early educational experience for preschool children from low-income families can reduce the extent to which they are at risk of educational failure.

Another set of findings compared the curricula and settings of these studies, the ages and durations of the intervention, and the educational qualifications of the intervenors. These findings were equally startling to many educators.

In terms of these outcomes, which are admittedly gross rather than fine-grained, we found no differences among curricula, between home-based and center-based programs, between those staffed by professionally educated teachers and those staffed by paraprofessionals, or between the longer durations of intervention and the shorter interventions (the range was between eight months and two years). For those interested in a fuller description of both the individual studies and their findings and the pooled findings, we have published a volume co-authored by the participants (1). An earlier monograph summarizes the findings relevant to academic achievement (2).

This study has, momentarily stilled the arguments against early intervention, and has institutionalized Head Start, even in the Reagan Administration. Indeed, it is the only discretionary social program which has had its budget increased since Reagan took Office. In 1977, when our first findings became available, the Head start budget was $320 million; the figure it was frozen at in 1968. Next year the budget will exceed one billion dollars.

1) AS THE TWIG IS BENT. Consortium for Longitudinal Studies, L. Erlbaum Associates, New York, 1983.
2) Lazar, I., Darlington, R., et al, Lasting Effects After Preschool. Monographs of the Society for Research in Child Development, Vol. 47. Nos. 2-3, 1983.

This long detour from the main thesis of this paper was necessary because the research is about to be attacked again, and, before newspaper distortions confuse our thinking again, I want to point out three implications of the findings that I think are important to our new directions in understanding children.

First, many of these children, as pre-schoolers, had IQ's so low they would have been classified as retarded. We found, however, that IQ was not a significant factor in the differences between the program and control groups.

Second, it became clear that IQ is not a useful predictor of academic achievement, except possibly at the extremes, where we do not need tests for diagnoses.

Third, it seems clear to me, that the permanence of the change can very well be accounted for as representing a change in the value placed upon education by both the child and the parent, and that it is his change in values that made the

difference. We know, after all, that those cultures and countries which value education have highly literate populations.

Changing a society's values, is not however, a useful prescription for social action. Are there other routes to academic competence? Having demonstrated the child does not need to have a single adult bond, that the child is an active participant in the learning process, and that IQ is neither a fixed quantity, nor even a useful predictor, we can ask whether the conditions of learning are themselves devices which either set or remove barriers to the child's accomplishments. There are several studies which, I believe, shed some light on his question.

Some twenty years ago Professor Doreen Steg provided a small group of randomly selected four-year-olds from poor families access to a computer-directed device called **The Talking Typewriter** for a half hour each day for a year. Twenty years later there were significant differences in the academic histories and life situations of these youngsters and their controls. What sets this study apart from the intervention research discussed above is that both the experimental and control groups in this research were also, and at the same time, enrolled in a high quality preschool program. On top of the boost in academic performance which the preschool experience provided, exposure to a new tool for learning made a difference. These findings will be published later this year.

Let me point to a second study. In a work that has received too little attention. Dr. Michael Cunningham examined the development of intelligence from the perspective of a computer scientist, (3), and in this early effort to reconcile information theory, Hebb's neurophysiology, and Piagetan developmental theory, he suggested that what Piaget described might hold true for ordinary conditions of stimulation, but probably did not describe cognitive growth as it occurs under the conditions provided by computer-assisted instruction. This observation is being confirmed by people who are working with children and computers in a wide variety of settings. Professor Pappert's widely read account of small children's behavior with a simple computer language (4) contains the suggestion that the Piagetan stages may not apply when children have access to computers as a tool for discovery and learning. As a student of Piaget's, this observation by Pappert was not, I think, an idle one.

3) Cunningham, M. INTELLIGENCE: ITS ORGANIZATION AND DEVELOPMENT 1972: Academic Press, New York and London.
4) Pappert, M. MINDSTORMS 1982: Basic Books, New York.

What can one think about these studies? To me it seems clear that we are about to reach some very new conclusions about early cognitive development. It appears that the Piagetan stages really do only apply to the usual situation in which the child receives a limited range of information, and in which he has little or no control over either the content or the direction of his learning. When we allow him control of his timing, his pace, the content and the combinations of his learnings, which we can do with a computer, the Piagetan stages collapse and sequences are no longer fixed. It appears, further, that the failures of children to learn the basic communication and counting skills are more likely a failure to provide the conditions which allow him to learn these skills rather than a failure of the child to have the ability to learn them. I would suggest that every child can learn to read if the conditions necessary to his own style of learning are available to him. Among those conditions is an opportunity to use inductive rather than deductive modes of learning.

As one looks across the changes which have occurred, and those now in progress, I think it reasonable to expect that our traditional theories of early learning and development will soon be replaced by a new theoretical structure, and I expect that structure to be a derivative of Information Theory.

Enough is already apparent that I will venture to propose some minimal requirements for optimal learning by very young children:

1. Easy access to all kinds of information, through all his senses.
2. Materials which permit both inductive and deductive discoveries by the child, with no premium placed on either mode.
3. Control, by the child, of the rate, the content, and the sequence of his learnings.
4. Immediate feedback to the child of the consequences of his efforts to discover and to learn.

I am not proposing that we chain children to computer terminals, or that loving interpersonal contact is unnecessary. I am not suggesting that machines can teach everything, or, indeed, much more than basic skills and ways of finding information. Computers will not teach art or literature, and are not likely to have much to do with character or values. But the same theoretical structure which has given us the computer, is beginning to give us ways of looking at personality and character, at intelligence and discovery, at learning and growth. The change is surely underway: Urie Bronfenbrenner no longer talks as though mothers have mystic powers, and John Bowlby's recent writings use the language and ideas of General Systems Theory in talking about loss and grief.

And so we have our newly emerging view of the infant. She is neither helpless nor alone, but is an active participant in a system of social interactions. She has strong internal motivation to learn and requires the freedom to explore, the freedom to use her own idiosyncratic approaches to learning and discovery, she needs immediate feedback and familiar approval of these efforts, and she is able to adjust to a wide variety of caregivers and new situations. The basic skills necessary for participation in modern society are within the means of all but the most damaged of children, and contemporary technology now affords us the means to make it possible for all children to acquire those skills.

As we look at infant care we can see it emerging from a system of simple response to physical needs to the provision of one environment which promotes and permits learning we have heretofore reserved for older children.

As we look at the future of the primary schools, we can see a whole redefinition of their functions when we reach the place, within a generation, where most children arrive at school already reading, already using numbers, and already capable of dire reading, already using numbers, and already capable of directing their own learning, of setting their own rates and selecting their own content and sequences of learning.

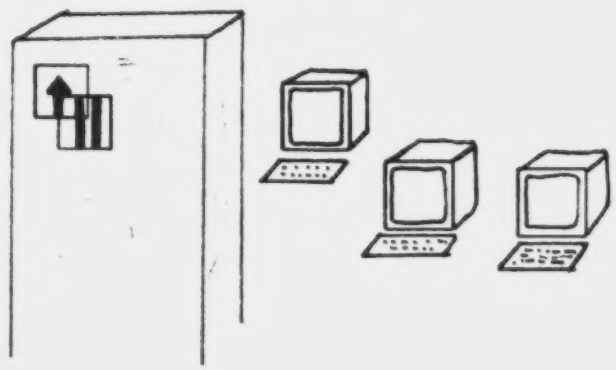
Recent research shows us that we can significantly improve the competence and self-sufficiency of our children. While other countries understand that their children are their future, and are their most valuable natural resource, we still do not seem to understand that. We will spend more this year on taking old battleships out of mothballs than we will spend on all the nation's schools. Our hope for our children, our ability to apply the research we already have, depends then, upon our states' willingness to assume there is a future, and on our own success in teaching the public that today's twigs become tomorrow's oaks. (Presentations: Texas Tech Univ. Feb. 14, 1985)

Head Start: The Year 2001

By Dr. Mary Tom Riley

In the year 2001 a quick call can connect the world with computer networks to the Head Start programs for USA Child Care Resource Center. The explosion of knowledge transmitted via video image, computer range, satellite terminals and hard copy retrieve will allow all national and international child care programs to replicate, extract, and study the various positive aspects of Head Start, the world's most comprehensive child care program. Head Start, since the inception in 1965, remains a demonstration programs. It's primary function in 2001 is to exhibit the finest aspects of child care in the social, emotional, cognitive and health categories.

Head Start, once considered a poverty-based program, dependent upon congressional whims and presidential policy is now constitutionally sound and considered the "real start" for children with less than ideal starts in life. These children may come from the emotional trauma of broken homes, single parenting, special health needs, gifted and talented, poor parents. The project goal will be to ensure that the Head start program is strengthening the child's assets. The child assessment and individual teaching program is so improved that a Head Start graduate automatically starts grade school more knowledgable than his peers. *How to Teach* became a required course in the late 1980's for all Head Start teachers. This short course of proficiency became a model for the multitudes of child care centers started in the 1990's. The Regional Resource Centers of the mid-1980's developed new teaching strategies, video teaching, computerized self-tests, teacher improvement clinics, and teacher/expert telephone counseling series are the techniques that were used to enhance the BASICS of child development skills for 21st Century education, as a process for learning. Teachers have assured skills in utilizing children's strengths for rapid cognition, social rapport, and emotional stability.



Head Start was conceived on a notion of the knowledge explosion of the 1960's, survived the uncertainity of the changing times of the 1970's and flourished during the revived economy of the 1980's. The 1990's produced a "new career" orientation for the very young in the highly technical society. Self worth could be attained in society by the dignity of work and work done well. To not know how to perform tasks gainful toward a basic education and employment became distasteful to the 1980's American taxpayer. Great strides to improve the quality of education of the very young became a part of state education systems. Head Start leaped forward in this period of time to proclaim a place in educational history comparable to the Renaissance in art, Reformation in religion, and space exploration in science.

Today, in the year 2001, we recall those brave Head Start educators of another century who conceived, allowed and promoted educational concepts for the teaching of the very young. They provided computer education, video imaging teaching, behavioral anologies, and personality alterations.

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REGION VI
HEAD START PROGRAMS
METRO NETWORK

Head Start Programs Teach Children Basic and Coping Skills